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ABSTRACT

The Heritage Education Program mission is to promote stewardship of cultural and paleontolgical resources so present and future generations can learn from and enjoy their heritage on Bureau of Land Management (BLM) lands, without harm to the resources. This document defines a five year framework for BLM's educational efforts to save its vanishing past. A brief history in the document is augmented by a more detailed exposition of the program history in appendix (2). The document describes how BLM will build upon its past efforts to reach out to a broader audience, to explain the message of the United States' vanishing past, and enlist their efforts to preserve and protect America's heritage. Project Archaeology will continue to be the centerpiece of the youth education strand, enhanced by such BLM products as articles in professional journals, the "Young Stewards Club", and the "History Mystery Detectives." The Heritage Education Program will expand to reach the users and abusers of public lands through the new Archaeological Resources at Risk Outreach Works (ARROW) project aimed at the adult audience. BLM's Heritage Education Program will use external partnerships as the basis for forming a larger heritage education consortium of interested entities to promote preservation and protection of cultural resources. (BT)

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United States Department of the Interior
Bureau of Land Management

Heritage Education Strategic Plan

2001

Margaret A. Heath
with Jeanne M. Moe and Wayne Rice

Office of Cultural Heritage,
Paleontology and Tribal Coordination

SO 034 164

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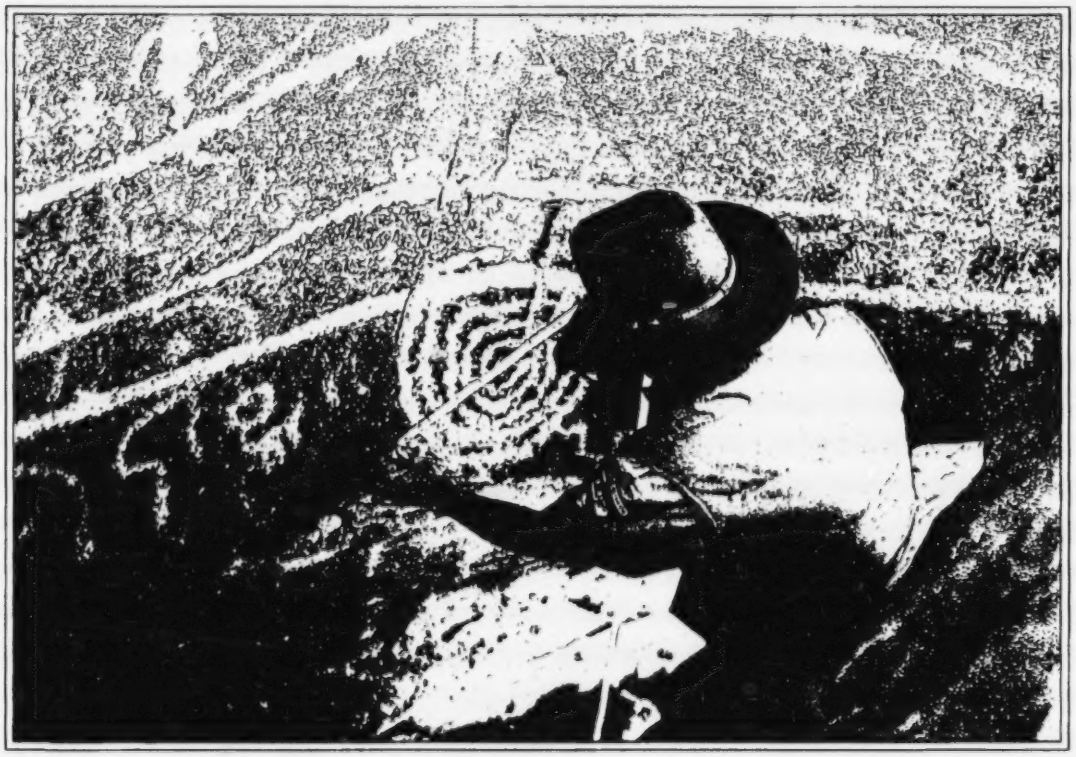
HERITAGE EDUCATION PROGRAM MISSION

To promote stewardship of cultural and paleontological resources so that present and future generations can learn from and enjoy their heritage on Bureau of Land Management lands without harm to the resources.

Foreword

Since 1992 BLM has had a successful Heritage Education Program built upon the foundation of *Project Archaeology*, which is primarily a public outreach tool aimed at teachers and students. The program's focus has been on combating vandalism of cultural resources and teaching stewardship to children in the western BLM states. BLM met its goal of becoming the recognized leader in the field of Heritage Education. However, there is a nationwide grassroots desire for *Project Archaeology* that has not been met in the current program due to budget constraints. Increasing visitation to BLM lands as well as the creation of new special areas mean that there are heritage education needs within the agency that are not currently being met. This new plan is designed to meet the agency's Heritage Education needs for the next five years.

In July 2000 a BLM group met in Salt Lake City, Utah, to revise the heritage education plan under the sponsorship of Utah BLM State Director, Sally Wisely. Those participating were: Marilyn Nickels and Richard Brook, Washington Office of Cultural Heritage; Mary Tisdale, BLM Environmental Education and Volunteers Group; Dave Strunk, Dan Haas, LouAnn Jacobson, and Bill Bottomly from BLM Colorado; Garth Portillo, Shelley Smith, and Kent Walter, BLM Utah; Ranel Capron, BLM Wyoming; Fran Philipek, BLM Oregon; and Wayne Rice, Jeanne Moe, Suzanne Boles, and Megg Heath, BLM Heritage Education Program. Laurie Bryant, BLM Utah Paleontologist ,provided valuable information regarding fossil resources. This plan is the culmination of that effort.



INTRODUCTION

Many of America's most beautiful and unique places are located on the 260 million acres administered by the Bureau of Land Management. The stories of many Native American tribes take place on the lands, where there is also an incredibly rich legacy of archaeological and paleontological sites. The sites also include the remains of the fascinating story of Westward Expansion in the nineteenth and twentieth centuries. They offer almost limitless educational possibilities to America's teachers who constantly look for ways in which to enrich their lessons and make the past come alive.

Unfortunately the Bureau of Land Management's cultural and paleontological resources are at great risk of damage or loss from natural and human forces. "With every year that passes, the diversity of our cultural resources is reduced, and we lose more of our ability to tell the story of the public lands." (*The Bureau of Land Management Strategic Paper on Cultural Resources At Risk* (June 2000), Page 1) Erosion, power lines, roads, wells, timber, people in search of recreation adventures, and looters take a tremendous toll each year. Of its estimated four to four and a half million sites only 229,000 BLM cultural resources have been recorded. About the rest, we know little to nothing. Meanwhile, our past is literally vanishing before our eyes.

A recent survey showed that 90% of the public supports the idea of students learning about archaeology in school. (Harris Interactive, Inc., 2000) It seems likely that a similar number of Americans support saving the past from destruction. Yet the destruction grinds on with mind numbing regularity. A multifaceted approach is necessary to combat the problem; archaeologists, paleontologists, law enforcers, and educators must work closely to stem the tide of destruction.

This document defines a five year framework for BLM's educational efforts to save its vanishing past. A brief history is augmented by a more detailed exposition in the appendix. This document describes how BLM will build upon its successful past efforts to reach out to a broader audience to explain the message of America's vanishing past and enlist their efforts to preserve and protect America's heritage.

The Heritage Education Program will build upon the strengths and successes of the previous eight years. Project Archaeology will continue to be the centerpiece of the youth education strand, enhanced by such BLM products as articles in professional teacher journals, the Young Stewards Club, and the History Mystery Detectives. These and other projects, products, and programs will capture, sustain and enhance youthful interest in their past to make them strong preservationists today and in the future.

The Heritage Education Program will expand to reach the users and abusers of public lands through the new Archaeological Resources at Risk Outreach Works project. Through thoughtful, targeted education efforts these people will be transformed into appreciators and protectors of cultural resources. Capturing their interest will be the most critical phase. Converting them into public supporters of preservation efforts will require in depth efforts to sustain and enhance their interest.

As in the past eight years, the Heritage Education Program will be successful only if it can tap internal and external resources to augment the talents of its small staff of four. Projects and programs will draw upon internal expertise supplied by not only cultural heritage specialists, but also environmental educators, interpreters, recreation planners, managers, public affairs specialists and law enforcement

personnel. Working closely with Office of Environmental Education and the National Training Center will be critical to the success of the new program.

BLM's Heritage Education Program will use external partnerships as the basis for forming a larger Heritage Education Consortium of interested entities to promote preservation and protection of cultural resources. Together these entities will collaborate on projects of mutual interest and benefit. This Consortium will provide an opportunity for the entities to meet annually to assess and plan efforts. This collaboration will provide enhanced opportunity to leverage funding for projects from outside sources.

LEGISLATIVE MANDATES

Several acts give the Bureau of Land Management (BLM) it's authority for a Heritage Education Program. Public awareness of the significance of archaeological resources and a comprehensive education program are mandated in two acts.

- ***The Archaeological Resources Protection Act (ARPA)***: This act is the primary statute for protecting the nation's threatened cultural legacy. The 1988 ARPA amendments provide that Federal land managers establish programs to increase public awareness of the significance of archaeological resources located on the public lands. The Secretary of the Interior must report yearly to Congress on these awareness programs.

- ***The Historic Preservation Act***: In 1966 Congress passed this Act to establish a program for the preservation of historic properties. The 1992 amendments require the Secretary of the Interior to implement a comprehensive preservation education and training program.

- **36 CFR** (Jeanne Moe is to supply this information.)

Paleontological resources are protected under the authority of two acts.

- ***The National Environmental Policy Act*** **(NEPA)**, passed in 1969, requires that important historic, cultural and natural aspects of our national heritage be protected, and that a systematic, interdisciplinary approach which will insure the integrated use of the natural and social sciences...in planning and decision making.

- ***The Federal Land Policy and Management Act of 1976 (FLPMA)*** requires that the public lands be managed in a manner that protects the quality of scientific and other values.

Program History

A complete history of the Heritage Education Program from 1992 - 2000 is contained in Appendix 1. A brief summary follows.

A Plan to Educate Young Americans About Their Nation's Rich Cultural Heritage

In 1991 the BLM Director and management team decided that BLM should develop a Heritage Education Program that would establish the agency as a national leader in this arena. It would be the Bureau's flagship education program under its Adventures in the Past Program. (Adventures in the Past was BLM's public outreach initiative to promote appreciation of America's cultural resources.) The ambitious program was outlined in "A Plan to Educate Young Americans About Their Nation's Rich Cultural Heritage. " (Tisdale, et al, 1991) The basic premises of this plan remain.

Project Archaeology in 2000

Project Archaeology began as an interagency program in Utah in 1990 as the "Intrigue of the Past" program to help stop vandalism and looting within the state. Four entities: the Utah Division of State History, the National Park Service, the USDA Forest Service and BLM Utah developed a teacher training program based on a book, *Intrigue of the Past: Investigating Archaeology.* The guide was piloted in Utah schools before publication. Word got out about the Utah program and the coordinators soon found themselves inundated with requests for the program from other states. When BLM decided to create a national Heritage Education Program, Utah's Intrigue Program was adapted for national use under the name of Project Archaeology . The Utah team revised *Intrigue of the Past: Investigating Archaeology* for national use. State BLM offices were encouraged to begin work on their own state specific materials for use with *Intrigue of the Past: A Teacher's Activity Guide for Fourth Through Seventh Grades.*

The success of Project Archaeology can be attributed to three factors. First, there is no other existing archaeology education program on a national scale. Second, the program has a state by state plan that involves training teachers in the use of the materials. Third, Project Archaeology offers high quality, classroom tested materials that are easy to use, fill in curricular gaps, and inexpensive to implement. To date, nineteen states have begun Project Archaeology programs. Alabama, Alaska, Arizona, Colorado, Kentucky, Nevada, New Mexico, Oregon, Pennsylvania, Tennessee, Utah, and Wyoming have fully functioning programs. California, Minnesota, North Carolina, Ohio, Texas, and Wisconsin are actively setting up programs.

While BLM can be proud of this success, Project Archaeology will be unable to meet teacher demands without outside funding. It is now time to establish a partnership with a non-profit entity or university program, which will provide expertise and resources to make Project Archaeology truly a national program. Since BLM's land base is in the West, most of the program focuses in the West. However, just as vandalism and loss to development are not confined to the West, neither should Project Archaeology have geographic boundaries. The tax dollars of all Americans support BLM and many persons from the eastern United States visit BLM lands every year. Depending on funding from BLM alone makes it diffi-

cult for the team to work with people who are eager to start the program in eastern states. The program has grown to the point that more staff are needed to run it. Non-profit or university affiliation is needed to be able to raise funds not only for the national program but also for both existing and future state programs.

New Audiences

Recreational use of BLM lands has expanded greatly since the inception of the Heritage Education Program. Additionally the designation of BLM National Monuments and Special Areas led to the creation of the National Landscape Conservation System. With increased use of BLM lands its cultural and fossil resources are more at risk than ever before. To accommodate this, the Heritage Education Program will be broadened to reach more audiences. These audiences include recreational users, commodity users, BLM staff, surrounding communities, Internet users, and writers and artists whose subjects are BLM lands and resources. Not only will the Heritage Education Program create new products, but it will also work with a wide range of specialists who will contribute their expertise to help reach these new audiences.

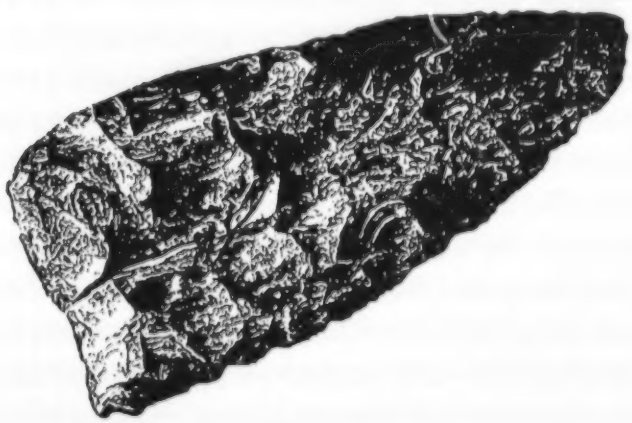
Organizational Reporting Structure

The Heritage Education Team, also known as the Imagination Team, reports to the Washington Office of Cultural Heritage, Paleontology and Tribal Coordination, where it maintains a strong tie to its focal points of cultural and fossil resources. This enables it to work closely with the rest of the Cultural Heritage and Paleontology staff on products. At the same time it maintains a strong link to the Washington Office of Environmental Education and Volunteers, the National Landscape Conservation System Office, the National Interpreter, and other resource offices as appropriate for specific tasks.

The Imagination Team is located at BLM Colorado Anasazi Heritage Center, which is within a reasonable driving distance of several regional and state offices. This location gives the Team access to Heritage Center and Canyons of the Ancients National Monument staff and an opportunity for a public interface with museum and monument visitors. The Team is composed of a manager, visual information specialist and a staff assistant. In order to fulfill the next five years' goals, there is an immediate need for an archaeological educator position. Opportunities should be made to create internships for interested college students who could work on specific projects to assist in accomplishment of this plan.

The National Project Archaeology Coordinator is in the Utah State office and reports to the Branch Chief for Recreation, Wilderness, Cultural Resources, NEPA and Planning. This position will work closely with the Project Archaeology partner and may be moved to another location in order to facilitate the partnership.

State Offices are encouraged to assign heritage education work at the State Office level so that these persons can perform their state level obligations as heritage education leaders and work on public outreach for cultural heritage resources. The Imagination Team will work with state offices to tap the expertise of these persons for special work assignments.



BLM's Heritage Education Program

Mission

To promote stewardship of cultural and paleontological resources so that present and future generations can learn from and enjoy their heritage on Bureau of Land Management lands without harm to the resources.

Relationship to BLM Mission

It is the mission of the Bureau of Land Management to sustain the health, diversity, and productivity of the public lands for use and enjoyment of present and future generations." BLM's Heritage Education Program mission closely reflects the agency's mission by seeking to sustain the health, diversity, and availability of cultural sites on public lands for the use and enjoyment of present and future generations through carefully targeted education programs.

Goals

Three program goals continue in modified form from earlier Heritage Education Plans. They are intended to act as a framework for the development of strategies.

- **Capture** the audience's interest in history, archaeology, and paleontology and develop their awareness of the diverse cultural and fossil resources on public lands.
- **Sustain** the audience's interest, using a variety of interesting products in history, archaeology, and paleontology aimed at higher levels of learning or sustained life long learning, and strengthen their sense of personal responsibility for the stewardship of America's cultural resources.
- **Enhance** the audience's science and history literacy, their knowledge of America's rich and diverse cultural and paleontological heritage; and student's skills in thinking and communicating, through studies and experiences involving history, archaeology and paleontology.

Objectives

The following objectives are critical for the success of the Program. Every project must meet all or most of these objectives.

- Heritage Education projects will encourage people to appreciate, protect, and maintain cultural and fossil resources against threats to their loss.
- Heritage Education Projects will promote recognition and use of cultural and fossil resources for scientific and educational purposes.
- Heritage Education Projects will promote cross cultural understanding and demonstrate how cultural resources preserve cultural traditions.
- Heritage Education projects will link to BLM's Strategic Plan and become more visible within the agency.
- The Heritage Education Program will link to other BLM programs such as Environmental Education, Recreation, and the National Landscape Conservation System.

- Heritage Education Projects will use innovative technologies and strategies to deliver the message.
- The Heritage Education Program will use partnerships to enhance program opportunities.

AUDIENCES

BLM's Heritage Education Plan builds upon the strengths of its previous efforts and moves to a broader arena of informal education opportunities by dividing its audiences into two major audience strands each of which will link audience related programs together in a cohesive fashion. The first strand is composed of youths and their teachers. Project Archaeology will continue to play a central role in the Youth and Teacher Strand of the program, as will teacher journal articles. The Young Stewards Club and History Mysteries will be further developed for the K-12 audience. Service Learning components will be developed to target older students.

However, if BLM is to save its vanishing past, an Adult Strand is needed to target a broad group of adult audiences. The Heritage Education Team will work closely with other Bureau specialists such as cultural resource personnel, interpreters, recreation planners, and the Office of Environmental Education and Volunteers in order to reach these new audiences. This outreach effort will be conducted under a new project called Archaeological Resources At Risk Outreach Works (ARROW). It will be composed of modules, called tool kits, designed to help the Bureau's cultural and paleontological specialists conduct outreach to targeted audiences. The focus will include not only looting, but also stewardship of cultural and paleontological resources.

RELATIONSHIP BETWEEN GOALS, AUDIENCES AND STRATEGIES

In order to achieve its mission every project of the Heritage Education Program must include strategies to meet all three goals. First it must capture the attention of the audience with interesting and innovative messages and materials. Second the audience's attention must be turned into sustained interest in the topic. Finally, the piqued interest must be enhanced by in-depth learning possibilities.

AUDIENCES AND STRATEGIES

YOUTH AND TEACHER EDUCATION

Formal efforts to reach students in educational settings will continue through Project Archaeology, articles in teacher journals, and other related efforts. BLM recognizes that teachers already have crushing teaching loads and lack adequate time to think, study, organize materials, confer with colleagues, counsel individual students, and attend professional meetings. The Heritage Education Program must provide assistance in a way that does not add to the teaching burden. Schools can not add new curricular requirements, so new materials should be self contained. Archaeology offers many possibilities of teaching about science, history,

AUDIENCE, GOALS, and STRATEGIES			
AUDIENCE	**CAPTURE**	**SUSTAIN**	**ENHANCE**
YOUTH	Junior Explorers History Mysteriess	Junior Explorers History Mysteries Project Archaeology	JuniorExplorers History Mysteries Project Archaeology
TEACHERS	Project Archaeology	Project Archaeology	Journal Articles
BLM STAFF	ARROW training	Cultural and Presentations	In-depth Presentations
RECREATIONAL USERS	Interpretive Materials Displays Opportunities Internet Sites Videos, CD-ROMs	Volunteer Media Articles Presentations	Awards Media Articles
COMMODITY USERS	Brochures Internet Sites Videos, CD-ROMs	Volunteer Opportunties	Awards Media Articles Stewardship
COMMUNITY GROUPS	ARROW Presentations Internet Sites Videos, CD-ROMs	Volunteer Opportunties	Awards Media Articles Volunteer Opportunties

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ethics, and cultural understanding as well as art, math and language arts. Teachers will need professional development since many have no more than rudimentary science and math skills and archaeology is a complex discipline with complex issues. BLM Heritage Education will continue to use innovative approaches to keep up with educational trends such as service learning.

Audience: Kindergarten-Twelfth Grade Students and Teachers

This audience is composed of students and their teachers, grades kindergarten through twelfth. BLM will expand and enhance its Project Archaeology program and produce more articles in teacher journals. Teachers will also be notified about other age appropriate heritage education products and programs such as Young Stewards Club, History Mysteries, and Youth Group activities.

Project Archaeology

Project Archaeology will continue to be BLM's primary means for reaching teachers and students and will expand significantly to meet nationwide demands for the program. In order to do this the Heritage Education Program will establish a partnership with a not-for-profit or university affiliated organization to help develop and implement a broader Project Archaeology program and related heritage education projects. The goal of the partnership is to create a self sustaining Project Archaeology program at the end of five years. In order to achieve this, the partnership will revise existing materials, develop new materials, and create ways of supporting state programs.

It will conduct a program evaluation to help assess program success and determine future directions. Based on this evaluation, it will revise *Intrigue of the Past: A Teacher's Activity Guide for Fourth through Seventh Grades*, Project Archaeology's cornerstone curriculum, using input from users such as classroom teachers, archaeologists, interpreters, and museum docents. The new curriculum guide will be copyrighted by the partner.

The partnership will develop additional materials to enhance and market Project Archaeology, such as an urban archaeology component for inner city students and a service learning module aimed at secondary age students which will address BLM management problems and help protect local cultural resources. It will create paleontology materials which will fill a need to reach younger audiences. It will link Project Archaeology to other educational programs such as BLM's Wonderful Outdoor World program and BLM's Environmental Education program

In order to meet the nationwide demand for Project Archaeology, the partnership will greatly expand dissemination of Project Archaeology through educational networks in existing state programs and through new state programs. It will provide training for state coordinators and other archaeology educators to improve and sustain their programs.

At the end of five years, Project Archaeology will have become a comprehensive nationwide education program supported by sustainable funding from a variety of sources such as other federal agencies, private foundations, and corporations. BLM will continue to work with the not-for-profit organization to sponsor a variety of projects and programs that support, enhance, and expand Project Archaeology and Heritage Education nationally and internationally.

Articles in Teacher Journals

In 1992 the National Science Teachers Association (NSTA) and BLM agreed to jointly publish articles for the NSTA journal, *Science and Children*. The journal carries pull out articles, lessons, and posters that feature BLM lands. BLM is able to order reprints of the articles for distribution. BLM Heritage Education, the Environmental Education Program, and field office personnel collaborate to produce articles. Five Heritage Education articles have been completed and most of the Environmental Education articles have a heritage education component. Additionally these articles are available to the public through the Environmental Education home page. The Heritage Education Program will produce further articles, perhaps linking them to BLM's new National Landscape Conservation System. Additionally other education journals will be sought out as possible venues for future articles.

Audience: Youth and Youth Groups

BLM will embark on new informal educational efforts aimed at young people as well as continuing two recently developed programs: the Young Stewards Club and History Mysteries, both begun in 2000. These efforts are aimed at capturing and sustaining children's attention on an informal level such as visiting BLM destinations or BLM web pages. Field offices will be encouraged to reach out to youth groups using an ARROW module. (See ARROW Section for further explanation)

The Junior Explorers Project

BLM Oregon piloted The Junior Exploreres Club, which focuses on youthful visitors to BLM sites. It encourages various levels of interaction with BLM resources in an enjoyable and interesting manner. The program is a joint effort of BLM Cultural Heritage and Environmental Education Programs. BLM will expand the Junior Explorers Project from Oregon to other states in 2001. The Heritage Education Team will assist the Office of Environmental Education and Oregon archaeologists to train other interested BLM personnel in the Junior Explorers Project.

History Mysteries

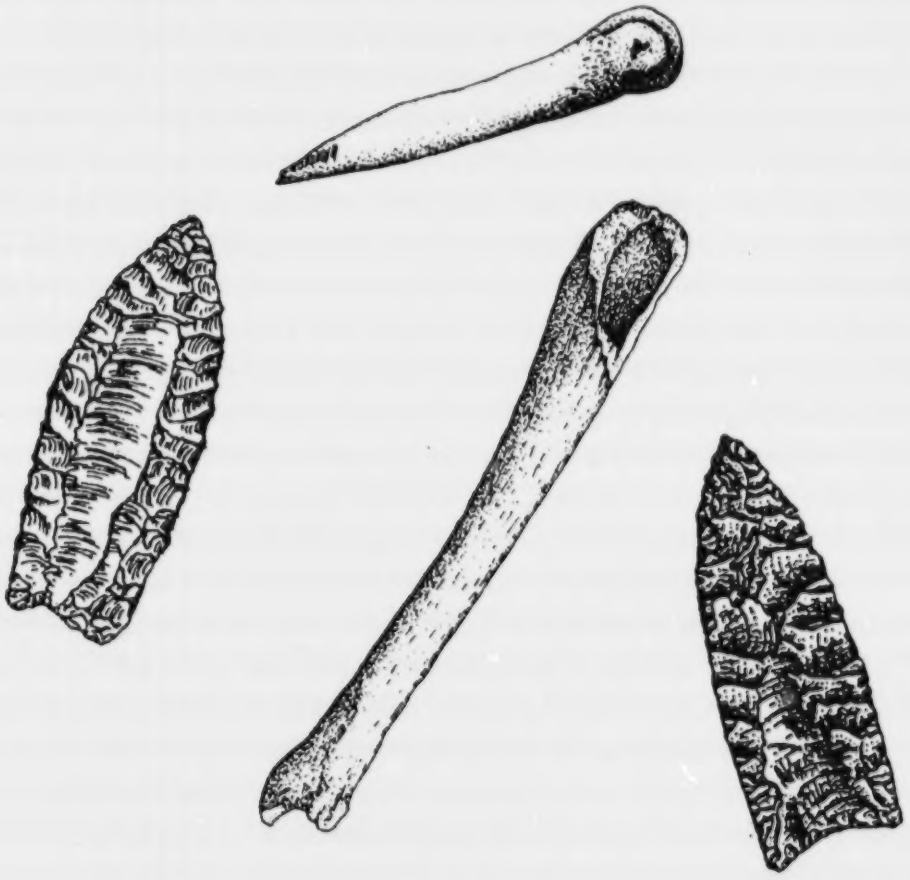
In 2000 The Heritage Education Team, the BLM Regional Historian, and two archaeologists from BLM Wyoming began work on History Mysteries which will target young visitors to BLM sites and BLM web sites. It focuses on various aspects of history that were played out on BLM lands and remain intriguing today. BLM will publish its first History Mystery in 2001 and begin work on a second. It will work with the regional historian and field office cultural resources personnel to produce at least one History Mystery yearly.

Internet Outreach

BLM will make increasing use of the Internet to interest young Americans in cultural and fossil resource protection. It will work with information resources managers to develop a kids web page. The web page will appeal to young people by featuring Resource Explorers: archaeologists and paleontologists working on BLM lands. It will contain an overview of BLM's most intriguing cultural and fossil resources, and link to BLM people and offices. History Mysteries will appear on the Web Site as well as in print at BLM visitor centers. State and field offices will create local kid's web pages.

Youth Group Projects

BLM Field Offices will reach out to target youth groups and encourage them to become involved in volunteer projects such as site stewardship. Through the ARROW Project, state and field office archaeologists and volunteer coordinators will seek opportunities to deliver hands-on education programs to youth groups using Project Archaeology materials. As a part of the ARROW Project (see following section), the Heritage Education Team will develop a Tool Kit of hands-on activities for use by state and field office archaeologists. A part of this Tool Kit will be a set of tips for presenters for different age groups.



YOUTH and TEACHER EDUCATION AUDIENCES			
PROJECT	**STAFF**	**INITATION**	**ONGOING**
Kindergarten - Twelfth Grade Students and Teachers			
Project Archaeology Partnership	Heritage Ed. Team - lead Cultural Heritage Office	2000	Ongoing
BLM States Proj. Arch. Programs	Heritage Ed. Team - lead Proj. Arch. Partner State & Field Off. Archs	Ongoing	Ongoing
Eastern States Proj. Arch. Programs	Heritage Ed. Team Proj. Arch Partner - lead	2003	Ongoing
Cultural Service Learning Projects	State & Field Offs. - lead Heritage Ed. Team Proj. Arch Partners Env. Ed. & Volunteer Off.	2003	Ongoing
Teacher Journal Articles	Env. Ed. & Volunteer Off. kead Cultural Heritage Office	2001	Ongoing
Youth and Youth Group Audience			
Juniors Explorers Program	Env. Ed. & Volunteer Off. kead Heritage Ed. Team Field Office Staffs	2001	Ongoing
History Mysteries	Heritage Ed. Team Regional Historian Wyoming State Off. Arch. Field Office Archs	2001	Ongoing
Kids Corners Web Pages	Heritage Ed. Team Env. Ed. & Volunteer Off. State & Field Offices	2001	Ongoing
ARROW Tool Kit Hands-on Activities for Youth Groups	Heritage Ed. Team Env. Ed. & Volunteer Off. National Interpreter	2002	2003
ARROW Hands-on Education Programs for Youth Groups	State & Field Office Archaeologists & Volunteers	2003	Ongoing

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Adult Education

Informal audiences encompass a wide range of persons ranging from the web surfer to extreme sports enthusiasts, from the casual visitor to commodity user, and from field office staff to members of Congress. For the most part, these people are unaware of the threats to the vanishing heritage on BLM lands. The Heritage Education Program will create and implement the ARROW Project to help BLM staff incorporate the preservation message into all aspects of internal and external outreach.

The ARROW Project

ARROW stands for America's Resources at Risk Outreach Works. This project's goal is to increase internal and external awareness about BLM's archaeological and paleontological resources at risk through a comprehensive training program aimed at BLM managers, cultural resource and other field office personnel, recreation specialists, interpreters, volunteer coordinators, public land users and Internet surfers. The purpose is to make BLM personnel, especially managers and cultural and fossil resource staffs, better communicators about their resources. They in turn will convey the message to the public through a series of actions and products generated by both the Heritage Education Team and themselves.

ARROW Project Structure

The ARROW structure has as its foundation the Cultural Heritage Program. The Heritage Education Team will work with the National Training Center, the National Interpreter and other staff to create educational materials and conduct training in their use. These materials will have a common theme and image for better audience recognition of cultural resource materials. State Directors and members of the Cultural Heritage Preservation Board will have key roles in dissemination and internal marketing of the program. Most public contact will take place at the field office level.

The Heritage Education Team will work with the National Training Center to create training materials and modules for BLM personnel. The Team will work closely with BLM State Directors and BLM's Cultural Heritage Preservation Board to implement the program in each BLM state. Key target audiences for ARROW training will be BLM cultural resource specialists, managers, recreation planners, interpreters, environmental educators, and public affairs staff. Once trained, BLM personnel will be able to effectively deliver the preservation message to BLM audiences.

ARROW Tool Kits

The primary component of the ARROW Project is the ARROW Tool Kit. This compact kit is composed of modules aimed at reaching various target audiences. Several of these tool kit sections are described below. This tool kit will be designed so that it is expandable and can be added to or changed as necessitated by audience demand. Each module will be designed to stand alone or be used in conjunction with other Heritage Education materials.

ARROW Multimedia Efforts

The Internet is a key component of public outreach. The Heritage Education Team will assist with the design of national Cultural and Paleontological Heritage web page components aimed at various audiences. State and Field Offices will link to these pages. State office public affairs staffs, state archaeologists, state heritage education coordinators, and information resources management personnel will develop web pages that provide visual, textual information about local cultural resources and opportunities for public involvement. These web pages will have a similar cultural and paleontological heritage thematic look that audiences will recognize.

The Heritage Education Team will seek outside funding through partners to create virtual archaeology and paleontology for these web sites so that a broad range of people can learn more about BLM's cultural and fossil resources and the threats to them. The team will develop the web sites in a flexible format so that material can be used for other materials such as brochures, activities, and teaching materials.

The Team will also seek funding to help states and local offices develop videos and interactive CD-ROMS such as the Anasazi Heritage Center's *People in the Past* which gives uses a virtual tour of Lowry Pueblo in the Canyons of the Ancients National Monument. They will develop a variety of hands-on, interactive activities that can be adapted for local use and that will engage the users so they learn about cultural and fossil resources and the vanishing past in an enjoyable manner.

Operation ARROW

Operation Arrow is the name for the outreach implementation of ARROW products. It will commence in 2001 with the first section for internal audiences. In 2003 Operation Arrow will begin a nationwide campaign to increase public awareness about the need to preserve and protect BLM's vanishing past.

ARROW PROJECT AUDIENCES				
PROJECT	AUDIENCE	STAFF	INITIATION	COMPLETION
BLM Tool Kit and Training	New BLM Personnel	Heritage Ed. Team Nat'l Train. Center	2001	2002
Outreach Toolkit and Training	Partners Youth Groups lead Land Users Commodity Users Community Groups	Heritage Ed. Team Nat'l Interpreter	2002	Ongoing
Web Pages Multimedia	All	Heritage Ed. Team Public Affairs Offs. Partners	2001	Ongoing
ARROW Training	BLM Preservation Board	Heritage Ed. Team lead Nat'l Train. Center	2002	2002
ARROW TRAINING	BLM State & Field Office Staffs	Preservation Board lead Heritage Ed. Team Nat'l Train. Center	2003	Ongoing
Operation ARROW	Youth Groups Land Users Commodity Users	Field Offices - lead Heritage Ed. Team Cult. Her. Office Interpreters	2003	Ongoing

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ARROW Audiences

BLM Employees And Volunteers

The Heritage Education Team will work with the National Training Center to incorporate cultural and fossil resources management into other BLM management, employee, and volunteer training such as Pathways. The Team will find ways to tie heritage resource education to other BLM programs. The Team will look for funding opportunities to provide materials for the new monuments and special areas in the National Landscape Conservation System (NLCS). The Team will work closely with the BLM Office of Environmental Education on the NLCS project.

Communities, Conservation, and Commodity Groups

This audience is composed of persons who have some initial awareness of archaeological and paleontological resources but who may not be aware that the resources are at risk from a number of factors to which they may be contributing. Nearby communities may be least aware of the risks posed to archaeological and paleontological sites through their activities. Conservation groups may not be aware of the preservation needs of cultural and fossil resources but are probably already aware of conservation principals. Community Groups, such as Kiwanis Clubs, often have little awareness of cultural and fossil resources in their areas, much less understanding the need for resource protection. Commodity Users are often very aware of cultural resources through regulation but may not understand the nature of the cultural resources or the ways in which they can contribute to cultural resource conservation.

The Heritage Education Team will develop a multimedia tool kit to support field office personnel in outreach efforts to these groups. The Tool Kit will provide an overview of cultural and fossil resource values, threats, and successful community action projects. This Tool Kit will provide suggestions for items that will enhance understanding of local issues. It will also provide basic outlines for presentations and samples of general literature that may be ordered to accompany the talks. The Heritage Education Team will work with the National Training Center to develop a distance learning program to train field office staff on community outreach techniques and provide an orientation to the Tool Kit.

BLM's Heritage Education Program will target corporate users as well through products designed to educate this audience about the need to preserve and protect the nation's cultural and fossil heritage. This audience includes permittees and others who use BLM lands for specific commercial purposes that may damage cultural resources. As a part of the ARROW Project the Heritage Education Team will develop Tool Kit materials and training modules for staff working with commodity users. These modules will encourage stewardship values among commodity users. The Team will design a recognition award for commodity users who go out of their way to protect cultural resources.

Recreational Users, Heritage Tourists, and Commercial Interpreters

As a part of the ARROW Project, BLM will target recreational users, heritage tourists, and professional interpreters. Recreational use of BLM lands has increased astronomically in some areas and is expected to continue to grow. Already recreational use of lands has caused inadvertent damage to cultural and fossil sites. The Heritage Education Program will work closely not only with BLM's interpreters, recreation planners, and managers but also with partner organizations such as Leave No Trace and Tread Lightly!, to enhance their cultural and fossil resource awareness and heritage preservation messages.

Through the ARROW Project, the Office of Cultural Heritage, Paleontology and Tribal Coordination will encourage field office managers, recreation planners, and interpreters to direct visitors and users to hardened areas and disperse visitation. Field Offices will establish back country contact points and information outposts. Where necessary, BLM offices will implement a permit system and managed use of threatened cultural and paleontological areas. Local cultural and fossil resources will have increased visibility through visitor services, signs, and local web sites. State and Field Offices will use exhibits and kiosks and computers in public rooms, field offices, welcome centers, and schools to spread the cultural and fossil resource preservation message. Offices will encourage multicultural understanding by hiring more Native Americans to deliver the message or use Native American quotes in interpretive exhibits and media.

The Heritage Education Team will seek partners to fund and design products, projects, and programs aimed at this audience. It will design ARROW training modules and workshops to help BLM personnel work more effectively with these audiences.

As a part of the ARROW program the Heritage Education Team will develop presentation guidelines and accompanying materials that field offices can give to media writers and commercial interpreters. These materials will discuss the vanishing past and show the loss that occurs if a site's location is published or appears graphically. Local offices will be encouraged to monitor media publications, and magazines for printing the right message.

The Team will work with BLM law Enforcement personnel to establish a national 1-800 Resources at Risk hotline number to allow the public to report threatened or vandalized resources. This number will be printed on bookmarks, bumper stickers, and brochures to encourage stewardship.

The Team will design a good steward award and through the ARROW Project encourage field offices to reward and publicize good deeds or positive behavior. The Team will seek partners interested in sponsoring these rewards.

Conclusion

The Heritage Education Strategic Plan takes BLM in new directions that meet cultural and paleontological resource needs while continuing its leadership in archaeology education for children. It will focus on the enormous challenges BLM faces in managing its vanishing past by creating exciting outreach materials for a variety of audiences. These goals will be met by enhancing existing partnerships and creating new ones to provide for heritage education in the first decade of the 21st century.

Operation ARROW				
PROJECT	AUDIENCE	STAFF	INITIATION	COMPLETION
BLM Employees and Volunteers				
ARROW BLM Training	BLM Employees BLM Volunteers	Heritage Ed Team lead Nat'l Train. Center Env. Ed. ,Vol. Off.	2001	Ongoing
Community, Conservation, and Commodity Groups				
ARROW Multimedia Speakers Tool Kit	Community & Conservation Groups Commodity Users	Heritage Ed Team	2002	2002
Field Office Staff Training on Tool Kit	State Office Staff Field Office Staff	Heritage Ed. Team lead Preservation Board Nat'l Train. Center	2003	Ongoing
Local Cultural & Fossil Resources Presentations	Community Groups Commodity Users BLM Partners	State & Field Office Archaeologists & Paleontologists	2003	Ongoing
Recreational Users, Heritage Tourists, and Commercial Interpreters				
ARROW Recreational Audience Tool Kit	Recreational Users Heritage Tourists Commerical Interpreters	Heritage Ed. Team Cultural Her. Office Recreatiosssn Office	2001	Ongoing
Field Office Staff Trainng on Tool Kit	Staff Office Staff Field Office Staff	Heritage Ed. Team Preservation Board Field Office	2003	Ongoing
Hands-on Educational Activities	Youth Recreation Users	Heritage Ed. Team Field Offices	2003	2004
All Users				
Local Cultural & Fossial Web Pages	All Users	State & Field Office Personnel	2002	Ongoing
National Cutlural & Fossil Resources Web Site	All Users	Cultural Her. Office	2001	Ongoing
National 1-800 Hotline	All Users	Heritage Ed. Team BLM Rangers	2001	Ongoing
Awards	All Users	State and Field Office Staffs	2001	Ongoings

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Budget Summary

Projected Yearly Heritage Education Budget			
Project	**BLM Budget Source**	**Partner**	**Her. Ed. Budget**
Project Archaeology	Washington Office	Grants	$100,000
State Project Archaeology Programs	State Offices Partners	Contributions	$110,000
Young Explorers	Washington Office		$10,000
History Mysteries	Washington Office	Contributions	$20,000
NSTA Articles	Washington Office	Contributions	$40,000
ARROW	Washington Office		$10,000
Multimedia		Grants	$500,000

- Grants mean that the partner will seek outside funding that will augment the budget.
- Contributions includes funding or in-kind services or expenses that might serve to enhance the product.

Opportunities

The following are products and projects that would enhance BLM's ability to carry out an effective Heritage Education Program but that would be too costly for BLM to carry out on its own.

1. Evaluate and revise *Intrigue of the Past: At Teachers Activity Guide For Fourth Through Seventh Grades.*
2. Expansion of Project Archaeology beyond BLM Western States to meet the demand for the program.
3. Create an urban archaeology program to link to the W.O.W. program. Evaluate, revise and simplify Project Archaeology to reach inner city youth and focus on urban archaeology.
4. Create virtual archaeology for BLM web sites so that a broad range of people can learn more about BLM's cultural resources and the threats to them.
5. Help states and local offices develop videos and interactive CD-ROMS.
6. Hands-on, interactive activities that can be adapted for local use
7. Good steward award program.

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APPENDIX

Appendix I
Heritage Education Program in 2000

Heritage Education and BLM's Strategic Goals

Through its preservation focus, the BLM's Heritage Education Program fits well with BLM's Mission and goals. Its primary goal is to use education as a tool to prevent vandalism and inadvertent damage to our cultural resources in order to preserve them for the enjoyment of future generations. The Bureau's mission and links to the Heritage Education Program are as follows.

"It is the mission of the Bureau of Land Management to sustain the health, diversity, and productivity of the public lands for use and enjoyment of present and future generations."

Goal Category 1.0 Serve current and future publics.

- The target audience of the Heritage Education Program is our nation's children, their teachers, and parents. The goal of the program provides for protection and sustainable use of cultural and recreational resources by encouraging students to appreciate the need to preserve and protect their heritage resources.

Goal Category 2.0 Restore and maintain the health of the land.

- Cultural resources are a part of the landscape. Vandalism of cultural resources is vandalism of the land itself. The primary goal of the Heritage Education Program is to promote a preservation ethic for cultural resources and the land among our nation's children.

- The study of archaeology focuses on the relationship between humans and the natural landscape upon which their lives depend. This relationship spans the entire history of humans on this continent. Through Heritage Education products children can learn about ecosystems of the past and apply the knowledge to the solution of present and future problems.

- Heritage Education materials often focus on past cultures. Through this study students begin to understand and appreciate cultural diversity and the history of Native Americans. Pertinent materials are written by or reviewed by local Native Americans..

Appendix 2
Program History

The Heritage Education Environment: A Brief History

In May 1989 the Society for American Archaeology held an Anti-looting Working Conference in Taos, New Mexico. The Taos Conference was a watershed meeting that concentrated anti-vandalism efforts into two streams: law enforcement and education. Both the Society for Historical Archaeology and the Society for American Archaeology formed education committees that began promoting awareness efforts. Federal and state agencies began their own educational efforts.

In the mid 1980's The Bureau of Land Management (BLM), the National Park Service, the United States Department of Agriculture Forest Service, and the Utah Division of State History formed a task force to combat vandalism to archaeological sites in southeastern Utah. Under the leadership of Utah BLM, the Task Force began writing and piloting a series of lessons as a part of a new program called "Intrigue of the Past" in 1990. They modeled their program on the highly successful Project Wild and Project Learning Tree programs.

"A Plan to Educate Young Americans About Their Nation's Rich Cultural Heritage"

The BLM Director and management team decided that BLM should develop a heritage education program to establish BLM as a national leader in this arena. It would be the Bureau's flagship education program under its Adventures in the Past Program. (Adventures in the Past was BLM's public outreach initiative to promote appreciation of America's cultural resources.) The ambitious program was outlined in "A Plan to Educate Young Americans About Their Nation's Rich Cultural Heritage. " (Tisdale, et al, 1991)

An Educational Basis

The plan recognized that "Teachers already have crushing teaching loads and lack time to think, study, organize materials, confer with colleagues, counsel individual students, and attend professional meetings. Educational partners, or organizations striving to assist schools, must provide assistance in a way that does not add to the teaching burden." It recognized that schools could not add new curricular requirements, that new materials should be self contained and that teachers would need to be trained since many have no more than rudimentary science and math skills. (Tisdale, 1991: 11 - 12) In designing the plan the authors kept these precepts in mind. This accounts for much of the plan's success with teachers.

BLM's new national program was to be built on already existing initiatives. Innovative approaches were to be used to keep up with educational trends. The new program "should reflect BLM's unique qualities, identity, strengths, limitations, and mission." Among these the plan noted that BLM lands are located throughout the nation especially in the West and Alaska, that there are an estimated five million cultural properties on these lands, that BLM archaeologists and historians already had exhaustive workloads, and that BLM's organization is highly decentralized, (Tisdale 1991: 17)

The program's theme was "People on the Land." A strategy was set forth to capture, sustain, and enhance cultural resource awareness learning. Under each heading several projects were to be developed.

The plan proposed the establishment of interdisciplinary teams, called "Imagination Teams," at BLM heritage centers. For the first five years a team of ten professionals was to be hired and housed at the Anasazi Heritage Center in Dolores, Colorado. In time other similar teams would be established at other heritage centers. A team of specialists was deemed more efficient than asking specialists in each state to provide programs at individual cultural sites. Such a team would establish BLM as a national leader in heritage education.

The ten specialists to be hired were four education specialists, one visual arts designer, one computer graphics designer, one interpretive writer/editor, one exhibitry/materials specialist, one computer programming specialist, and one instructor/driver. Additionally, each state BLM office would have a heritage education liaison, and a Heritage Education Consulting Group composed of Bureau Managers would establish priorities for the Imagination Team. A Partnership Coordinator would be hired and based in Washington, D.C. to oversee a partnership development program.

The plan ambitiously proposed fourteen programs for the eleven members of the Imagination Team to accomplish in five years. The cost would be $10,443,000. It recognized that "The extent to which BLM can implement these recommendations will of course, depend on appropriated dollars and partnership opportunities." (Tisdale, 1991: 29)

Implementation

The Bureau began implementation of the Plan during Fiscal Year 1992. It advertised for four positions at the Anasazi Heritage Center: a team manager, a staff assistant, a writer/editor and a visual information specialist. Additional staff would be hired as funding permitted. Meanwhile an interim working group began several initiatives. It formed a partnership with the National Science Teachers Association to write several articles for the NSTA magazine, *Science and Children*. The magazine had a circulation of 60,000 teachers nationwide. Additionally, for a fee, BLM could obtain reprints to distribute to teachers.

BLM formed another partnership with Mirage Studios and Surge Licensing, Incorporated to develop a twenty minute video featuring the Teenage Mutant Ninja Turtles for free distribution to schools as a part of the Discovery campaign.

In Utah work began on two other initiatives. *Intrigue of the Past: Investigating Archaeology* had been extremely successful. The Task Force, and especially Utah BLM, which was the lead agency, was inundated with requests from all across the country for copies of the book. With the blessings of the Interagency Task Force, Utah BLM employees began modifying the Utah book into one appropriate for national audiences. This book would form the basis for *Project Archaeology*. Meanwhile the Task Force began work on a publication, *ZiNj*, for children. BLM contributed funding for this effort. An additional $75,000 was allocated to various state BLM offices for individual projects.

In November, 1992, Americans elected a new democratic administration. This meant not only a change in BLM leadership, but an emphasis on governmental reorganization and downsizing. For the Heritage Education Program this meant that its initial operating budget of $250,000 would not grow and that the Imagination Team would function with minimal oversight from the Washington Office. It also meant that the Bureau would not build new heritage centers at which to base regional heritage education efforts. After the 1994 election that swept republicans into power in Congress it meant a shrinking budget and an inability to fill vacant Team positions.

Analysis of the 1992 Plan: What Worked and Why, What Didn't Work and Why

The Plan was an ambitious one that envisioned over $10,000,000 to be spent during five years using a staff of eleven people. It was adopted by Director Cy Jameson who was a republican appointee of the Bush Administration. After the change in administration, federal agencies became concerned with ecosystem management. The new administration's BLM appointees established an new environmental education program based in Washington. Thus the Bureau's education efforts and dollars became more spread out. The primary reasons some programs were not undertaken were a lack of staff and funding. Secondly the *Project Archaeology* program was so successful it left little time for any other projects, especially in printing and production where the loss of a writer/editor position was particularly critical. Thirdly, the Heritage Education Consulting Group of BLM Managers was never formed so Bureauwide management support was weak, although management in Colorado and Utah continued to be supportive. This created low internal visibility at the same time that external visibility grew steadily with the increasing success of *Project Archaeology*.

The total Heritage Education budget remained flat at $40,000 for the first two years and has declined since to an annual operations budget of $3,300, which has been augmented by small amounts from the Washington Office. The location of the Program in a field office meant that funding from Washington came through the hierarchy rather than directly to the team. Colorado's budget was particularly hard hit for several years in the mid-nineties. All programs, including national programs based in Colorado, took severe budget cuts. Thus there were very few funds with which to contract work and begin some of the other programs. The shortage of funds heavily impacted the team's ability to keep up with the rapid pace of graphic technological advances and the resultant expectations for the program. This has been very disappointing to team members who hoped to keep the program on the cutting edge of graphics design.

Lastly the advances in technology over the years have made some of the proposals such as the Mobile Teacher Resource Van somewhat obsolete. Today resources can be made readily available via the Internet or CD-ROM technology.

Despite funding and staffing shortages the Heritage Education Program has made remarkable achievements. *Project Archaeology* has been so successful that several entities are interested in partnering with BLM to implement it nation wide. Other envisioned projects like the articles in teacher magazines have also been successful. Several were not begun or dropped. The following charts, which are keyed to the original Plan, detail projects undertaken and those not undertaken.

1992 Plan Analysis	
Completed or Ongoing	**Not Begun or Dropped**
Capture Attention	
Discovery Campaign 1. 1992 Partners Mirage Studios & Surge Licencsing	**Traveling Discovery Exhibit** 1. Forest Education Foundation & National Science Teachers Association - *Interested.* 2. Inital concept designed 3. FEE *lost interest*
Young Stewards Club 1. *ZiNj* Magazine funded 1992; 1993 dropped funding at *ZiNj* request 2. Piloted in Oregon for BLM Cultural & ange: Young Explorers - ***Ongoing***	
Sustain Interest	
Articles for Teacher Magazines 1. 5 articles in The National Science T*eachers* Association magazine, *Science and Children.* 2. BLM buys space & reprints of the articles 3. Partners cosponsored & co-funded several. 4. BLM recovers some costs through reprint sale; donation account used to fund printing. ***Ongoing***	**Educational TV Program Partnerships** 1. Children's Television Workshop *Interested but needed funding* 2. Disney Corportation *Not interested*
History Mysteries 1. 2000 first draft developed 2. Target audience: 9 - 13 year old children reached through Web pages or visitor centers 3. Newspaper, trading cards, web page - ***Ongoing***	**Hands-on History and Archaeology** 1. Project Archaeology traveling trunk prototype developed 2. Needs funding to complete 3. Partners & BLM offices develop own trunks.
	Moblie Teacher Resource Van 1. Outdated by Internet technology
Enhance Knowledge and Skills	
Project Archaeology 1. Program implemented in 19 states 2. 6 Student Handbooks completed; 5 others pending am or partners 3. *Intrigue of the Past: A Teacher's Activity Guide for Fourth Through Seventh Grades* completed; distributed through teacher workshops & partner NSTA, & to individuals in states without programs. 4. 211 workshops in 19 states, trained 408 Facilitators ***ngoing***	**Multi-media Teacher Resource Facility** 1. St. Louis Zoo facility contacted; interviewd. 2. CD-ROM and Internet technology surpass idea.
Teacher Internships 1. BLM Oregon & Anasazi Heritage Center provide occasional interships. - ***Ongoing***	**College Grants Program** 1. Not begun

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PROJECT ARCHAEOLOGY IN 2000

BLM's *Project Archaeology* is the only widely recognized archaeology education program in the nation. It's success can be attributed not only to the high quality of the materials and dedication of staff, volunteers, and partners, but also to BLM's continued support of the program. To date, nineteen states have begun *Project Archaeology*. The only Western BLM state that does not have a *Project Archaeology* Program is Montana which has not indicated an interest in the program. Five Eastern states: Alabama, Kentucky, Indiana, Pennsylvania, and Tennessee have fully functioning programs and three others are in the process of launching programs.

The success of *Project Archaeology* can be attributed to three factors. First, there is no other existing archaeology education program on a national scale. Second, the program has a state by state plan that involves training teachers in the use of the materials. Third, *Project Archaeology* offers high quality, classroom tested materials that are easy to use, fill in curricular gaps, and inexpensive to implement.

BLM can be very proud of Project Archaeology's success; however, several challenges have arisen. First, Project Archaeology can't be maintained or grow with existing staff and resources. Second, he small Heritage Education Team, including staff from the Utah State Office, spends the majority of their time on various aspects of *Project Archaeology*. This means that there is little remaining time for other Heritage Education Projects. Third, since BLM's land base is in the west, most of the program focuses in the West. However, *Project Archaeology* knows no geographic boundaries, making it difficult for the team to work with eastern states. The program has grown to the point that more staff are needed to run it. A non-profit affiliation is needed to be able to raise funds not only for the national program but also for state programs.

STATE SUPPLEMENTS: THE STUDENT HANDBOOKS

The original plan called for each BLM state office to write a short "state supplement" that would give a brief overview of the archaeology of that state. The Imagination Team would then edit these for a fifth grade level audience and publish them. To date, the Team has published five, Arizona, Alaska, Wyoming, New Mexico, and Colorado, which have similar titles *Intrigue of the Past: Discovering Archaeology in (State Name.)* and formats. Utah's already existed in the original *Intrigue of the Past: Investigating Archaeology*. BLM Oregon separately published *"Exploring the Past: A Teacher's Activity Guide For Fourth Through Seventh Grades*. Pennsylvania produced a draft, *Project Archaeology: Pennsylvania, An Archaeology Curriculum for Middle School Grades Five Through Eight*. Alabama published *Intrigue of the Past: Discovering Archaeology in Alabama*, with editorial and coordination assistance from BLM.

Three supplements still await production by the Imagination Team or may be subcontracted: California's and Wisconsin's have been turned in. The African American supplement is being written. Recently the Team has asked other states to produce their own handbooks. North Carolina, and Nevada are expected to be published in 2000 or 2001. Idaho is also being written by a partner with some financial assistance from BLM..

Articles in Teacher Magazines

BLM has an agreement with the National Science Teachers Association (NSTA) to publish articles for the NSTA journal, *Science and Children*. The journal carries pull out articles, lessons, and posters that feature BLM's lands. BLM is able to order reprints of the articles for distribution. BLM Heritage Education and Environmental Education Programs have collaborated to produce articles. Additionally field office personnel have provided information and expertise for the articles. Five Heritage Education articles have been produced and most of the Environmental Education articles have a heritage education component. Additionally these articles have been available to the public through the environmental education homepage. The most recent Heritage Education article was published in 1995.

Young Steward's Club

BLM's first attempt to begin the Young Steward's Club began in 1992 with co-sponsorship of a fledgling magazine, *ZiNj*, which was being developed in Utah. The developers soon made it clear they did not want funds that might have strings attached and so the partnership was dissolved. The idea was resurrected again in 1999, when a staff member from the Salem Field Office was detailed to the Washington Office to develop a concept for the Young Steward's Club. The concept is being piloted in Oregon during Fiscal Year 2000. The Young Steward's Club is a joint project of the Environmental Education program and the Heritage Education Program. The following is exerpted and edited from the Young Stewards Concept Paper, 1999.

"Young Steward's Program activities will teach children about natural resources, land management issues and land stewardship values. The program will include three tiers of activities. Tier 1 and 2 activities should offer new, interesting and enjoyable learning opportunities to children at BLM sites or BLM events. Tier 3 activities consist of demonstrations of complex problem solving skills through participation in a critical thinking competition or by significant project assistance to a BLM specialist. In all instances, participation in Young Stewards activities should be voluntary for the children. School or youth group led activities will not be included in the Young Stewards Program."

"Activities for the YSP will typically be specifically designed for the program and will not include activities that are part of other BLM education programs. Activities will be designed for three ability groups that roughly correspond to elementary (K-5), middle (6-8), and high (9-12) school grades. Awards earned for activity completion will serve as an additional incentive for children to undertake an activity and as recognition of their effort. Increasingly valuable awards will be earned for children who complete additional activities."

History Mystery

History Mystery project planning began in 1999 with the addition of a regional historian to the Colorado State Office staff. The draft of the first History Mystery will be presented at the 2000 Visioning Meeting.

The mission of the History Mystery Project is to stimulate in young people an interest in and appreciation of stories associated with public lands and to foster their commitment to good stewardship of public lands in the United States by exploring unsolved mysteries and lingering questions of broader historical

significance regarding the development of the American West. The target audience is children ages 9 to 13. One or two mysteries will be produced per year. State or field offices may add supplements or develop their own complete mysteries. Distribution will be primarily through direct methods at BLM sites or outreach programs. Cooperating Association Outlets and BLM Visitor Centers will be key components as will special events such as Public Lands Day and historic preservation weeks or months. Field Office recreation specialists, interpreters, and archaeologists will be encouraged to use and distribute the mysteries. Distribution will not be focused on teachers, although they will be notified when history mysteries focus on their region and they may order sets for classroom use.

Histories Mysteries will be a project of the Heritage Education Team and the Regional Historian. Additional members will be recruited from field offices for specific articles. Funding will be needed to help defray production and printing costs. Funding from within BLM should be sought from the recreation program since the primary distribution will be through cooperating associations and recreation areas. Additional sources of funding might come through partners from outside the agency. Partners such as the Western History Association, with an interest in specific topics will be sought to sponsor the mysteries. Sponsors will be given newspaper space in which they can place an "ad" to encourage readers to visit their site. They will share in the printing costs in order to enable BLM to produce more copies which they in turn can use.

The themes will focus primarily on the history of the American West as seen not only through the eyes of the dominant culture but also through the eyes of other cultural groups. Themes will be broad; the mysteries themselves will focus on topics within those themes. They will be chosen with an eye toward highlighting events or people associated with public lands sites. Themes will last for a year or more; at times they will tie into National History Day Themes. History Mysteries will have three components: trading cards, a newspaper, and a web site.

Partnerships and Interagency Agreements

Partnerships and interagency agreements have been sought out as additional sources of funding. The Heritage Education Program already works with other partners: the Society for American Archaeology, the National Park Service, the Bureau of Reclamation, the U.S. Forest Service, and the Crow Canyon Archaeological Center, as well as numerous state agencies serve as partners for *Project Archaeology*. In 1999 these partners contributed approximately $79,000 toward implementing *Project Archaeology*.

In February 2000 under the umbrella of the Colorado Plateau Cooperative Ecosystems Study Unit, the Heritage Education Program signed a memorandum of understanding with Northern Arizona University to create a partnership for heritage education. The partnership includes but is not limited to the expansion and revision of *Project Archaeology* materials. The primary purpose was to develop and test new heritage education materials, enhance public appreciation of cultural resources, and to conduct research on the effectiveness of heritage education on public behavior and understanding of cultural resources. In response to a request from BLM, NAU developed a proposal to use case studies to evaluate *Project Archaeology*. The initial phases of this project occurred in Spring 2000; subsequent phases await funding of approximately $20,000 by BLM. NAU also provided answers to the recent partnership survey for *Project Archaeology*. Two other entities replied positively to recent partnership inquiries. Project WET and Project Learning Tree operate similar teacher outreach programs to *Project Archaeology*.

Conclusion

BLM has a successful Heritage Education Program built upon the foundation of *Project Archaeology*, which is primarily a public outreach tool aimed at teachers and students. Given the staffing and funding of the program it can do no more than sustain *Project Archaeology* and one or two smaller projects such as the History Mystery. However, there is a nationwide grassroots desire for *Project Archaeology* that must be met in some way. Increasing visitation to BLM lands as well as the creation of new special areas mean that there are heritage education needs within the agency that are not currently being met. Given the interest shown by others in partnering to create a non-profit arm for *Project Archaeology* it seems incumbent upon BLM to carefully examine these proposals and consider the possibilities so that it can meet its heritage education needs for the next five years.

NOTES

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